

12/9/10

SEAC mtg.

Andy Faust - Gifted

Comprehensive eval. required

Triennial program audits

Individualized approach required

Uptake of cases - 1 new totally gifted dedicated ODE officer.
Will be appt'd by PA.

he feels we "over" identify gifted kids.

K-2 level - do not need a lot of skills instruction

If child is no longer in need of SDI - ^{brief} re-evaluate (do not need (attitudes, etc) to do new IQ test)
(is legally defensible but could be challenged.)
"Child is still gifted but no longer in need of SDI."
NORA (does not require parent consent.)

- Parents cannot sign their child out of gifted program.

Definit. "outstanding intellectual ability and creativity;
of gifted:

the development of which requires special programs
+ services not typically available in the reg. ed prog."

Giftedness is not a "global" process unlike the gifted pullout program in many elem. schools.

Need to differentiate area where child has the special need. →
this is the prob. w/ most gifted programs.

Creativity measurement: intellectual Creativity → divergent
thinker, elasticity of thought, HOTS
• gifted rating scales

RTII is beginning to measure + understand this process.

Flex time for intervention should be providing time for instruction
to meet needs of gifted learners.

Pushing limits of higher levels of thinking in this flex time

If parent rejects NORA, there only option is mediation or due process. District does not have to "listen" to parent. Parent must decide if it is worth the fight.

- Evidence is key. - Objective evidence of what is occurring in reg. ed. classes.

Learning rate
Work process

"Is it worth the expense of due process to the district?" (SDI)

Weaknesses of gifted child

Written language weakness in gifted learners.

Peer interaction / tolerance of others.

Perfectionism

→ Counseling

> could require psychological & counseling services

Can you determine if these weaknesses are impeding the achievement of a goal? If ~~not~~ ^{SDI}, shouldn't NORA out.
If not, can NORA out.

Only 2 ways, SD is required to support gifted child

Acceleration — Compacting
— Whole grade level

Enrichment - single flavor is not enough

"For the student" - operating w/ reg. ed. program.

Gifted Support Staff - use for "resource" time ~~place~~ ^{+ place} as a mentor.

Pre-assessment requires quality common assessment w/ high degree of mastery & proficiency.

You are not permitted by law to deny acceleration (of any type.)

Define specific product or outcome.

Progress monitoring is not required.

Teacher/observation checklists are fine for monitoring.

Do not need to offer "extra credit" for "gifted" work.

Not required to go beyond limits of ^{"offered"} secondary program.

↘ but would be good idea to offer enrichment.

Ex: Using calc to solve adv. physics problems
Mentorship w/ higher level math job
but not a College course.

Dangerous to open door to college courses @ hs level. (paid coursework @ public expense.)

Once you open the door, you open the door for college courses.

Guidance services for college apps., mentorships, etc. are not really a good idea. - not enrichment unless it is specially designed + individual. - this looks like transition planning. not gifted programming.

Need to establish a learning rate that is measurable.
(acquisition)

Normative instruments are poor for giftedness to determine PLEP.
• Need an excellent CBA.

TOMAGS } do not map to actual curriculum of SD.
MAP test }

"gifted is not a related service." on an IEP.

SDI services in a GIEP could be graphic organization ~~ers~~ a calendar, etc.)
not goals for organization ↘

Accommodations necessitated by a 504, should not be in a GIEP.

PLEP - multiple criteria

Gifted Rating Scales for creativity